Program Evaluation
February 3, 2012
MAS/FPS Conference
Lansing, MI

Giving something extra puts *students* on top!

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Shereen Tabrizi, MDE-OFS
Ben Boerkoel, Kent ISD
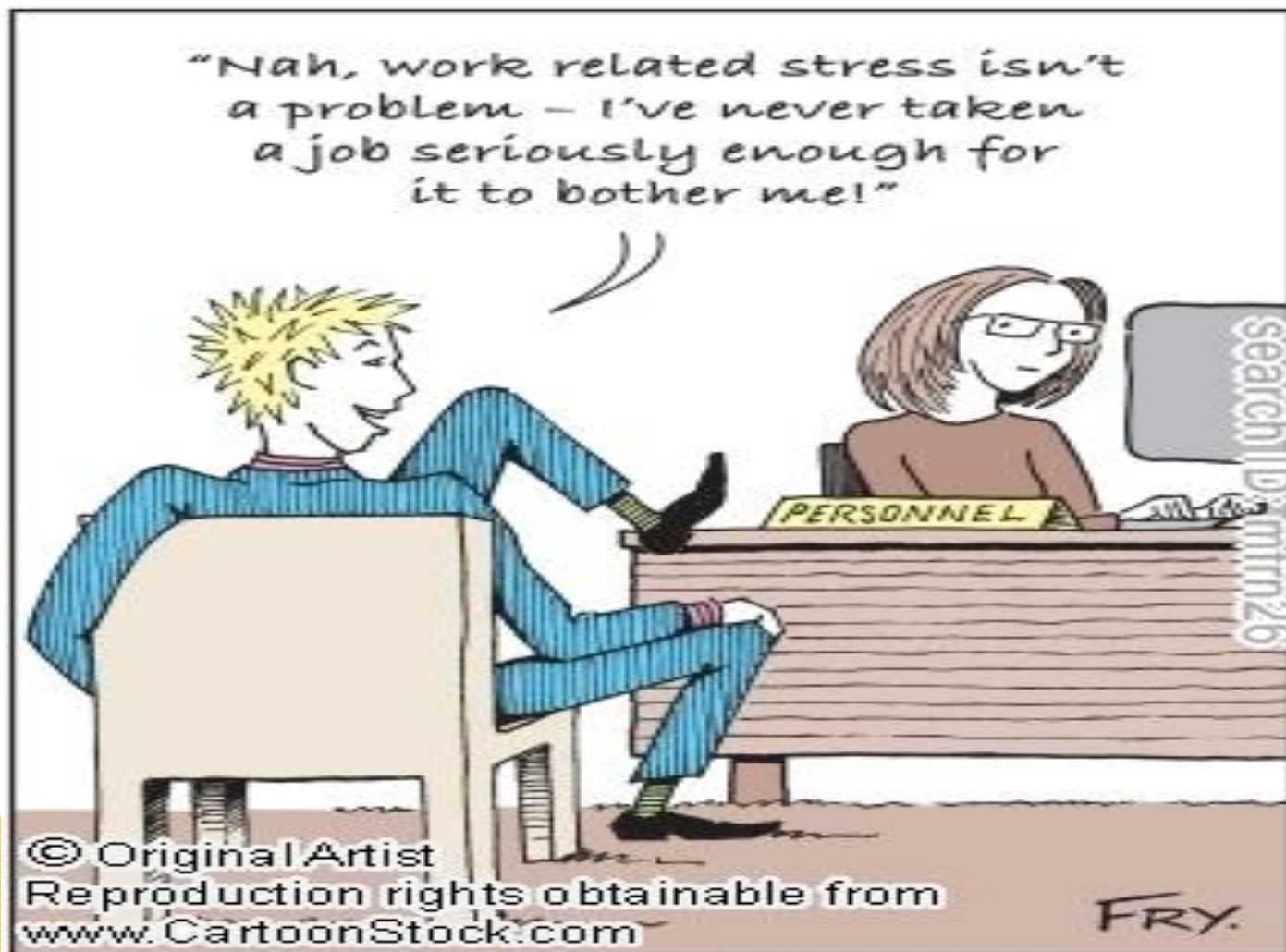Sheila Larson, Fowlerville CS

Giving something extra puts students on top!

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Objectives of the Session

- Establish a deep understanding of using the Program Evaluation Tool to evaluate programs/ initiatives/ strategies;

- Model and apply the Program Evaluation Tool on an actual initiative/program/strategy.

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What is Evaluation?

"Nah, work related stress isn't a problem — I've never taken a job seriously enough for it to bother me!"

PERSONNEL

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FRY.

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What is Evaluation?

What is Evaluation?

From Best Practices to Requirements

- **Indicator #7 of the District Study Guide**: The district has an established process to ensure that all federal and state supplementary programs/services are evaluated annually for effectiveness and impact on student achievement;

- **Indicator #5**, Title II, Part A, Teacher and Principal Training and Recruitment: LEA has a process in place to evaluate how Title II, Part A, activities will impact student achievement.

- **Schoolwide and Targeted Assistance** plans require an evaluation component to study their effect on school achievement.

- **Indicator # 1 of the School Study Guide, Strand 5**: Program services are evaluated annually for effectiveness and impact on student achievement.

Evaluation Project Development Committee

- Shereen Tabrizi, MDE-OFS Manager (Committee Chair)
- Ben Boerkoel, Kent ISD
- Max Fulkerson, MAS/FPS & Lansing PS
- Kathy Sergeant, NCA (AdvancEd)
- Sheila Larson, Fowlerville Community S.
- Lindson Feun, Oakland Schools
- Sara Shriver, MAS/FPS & Lakeview Community Schools
- Mary Larson, MDE Field Service Consultant

- Lindy Buch, MDE Great Start
- Sam Ewing, MAS/FPS & Ewing and Associates
- Diane Fleming, OEII
- Diane Joslin-Gould, OEII
- Jill Knoll, CTE
- Kimberly Young, BAA
- Sonia Lark, Alma Public Schools

Committee members present-please stand up!

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Reference

The committee developed the Tool based on the framework from <u>The Five Questions: Evaluation to Manage Change and Produce Positive Results in Title I and School Improvement Plans</u> by Michigan educators Frederica Frost, Janice Colliton and Lindson Feun. Their publication offers details about methods and approaches to gathering, analyzing and interpreting data useful for this effort. It can be ordered from: Center for Evaluation Research
1 (810) 794-7367 or 1(248) 887-1955

The 5 Questions

Evaluation to Manage Change and Produce Positive Results in Title 1 and School Improvement Plans

Frederica Frost
Janice Colliton
Lindson Feun
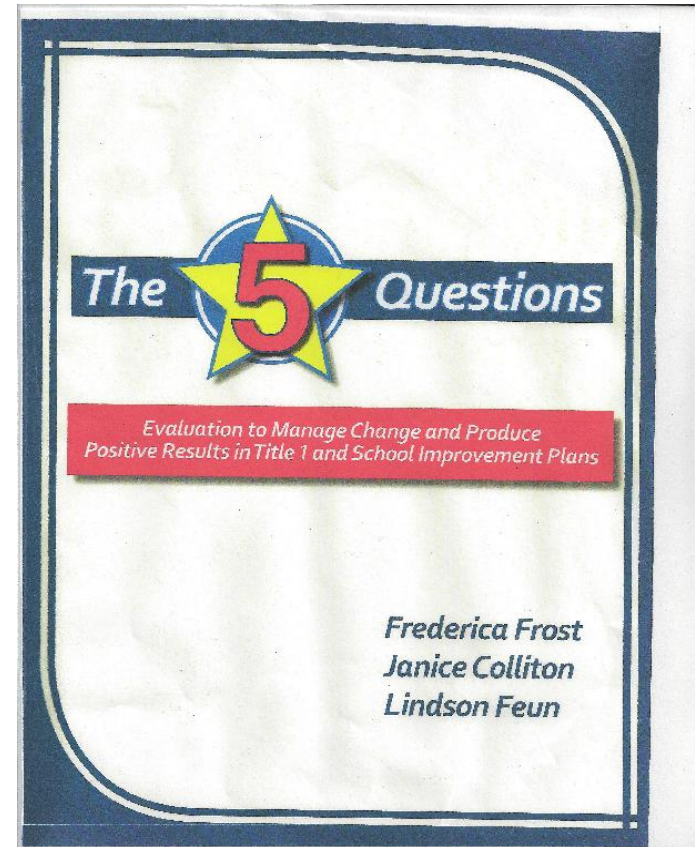
Connector

At the top of an index card, identify a hobby, sport, or activity in which you enjoy participating.
Then identify the following:
1. What would you have to do to be ready to participate?
2. What knowledge and/or skills would you need?
3. What opportunity would need to be present?
4. How would you know if you were carrying out the activity in the way it was intended?
5. What would be the result if you were skilled at the activity?

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Evaluation Project Goals

1. Develop a framework and associated tool to **EVALUATE PROGRAM IMPLEMENTATION AND IMPACT ON STUDENT ACHIEVEMENT;**

2. Provide program developers evaluation information that allows them to **ANALYZE AND INFORM THE SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION PROCESSES.**

How will the evaluation project accelerate student achievement?

- Improvement teams will work from a shared, research-based **FRAMEWORK** to assess program implementation and impact.

- An evaluation **TOOL** will lead improvement teams through steps toward defensible conclusions.

- **PROFESSIONAL LEARNING** opportunities and materials will prepare improvement teams to use the evaluation tools.

- A high-quality foundation for **DECISION MAKING** will be presented.

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Evaluation Project Guiding Principles

- Must be **PRACTICAL** enough to implement in any school

- Must be **DRIVEN BY** formative and summative **DATA**

- Must be **TRANSPARENT** and **REPLICABLE**

- Must **INFORM** planning and implementation

- Must **EMPOWER** effective **DECISION MAKING**

- Must be **USABLE AT ANY LEVEL** – district-wide initiative, program, objectives, or strategy.

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Is this Program Evaluation Tool "required"?

- During 2011-12, the pilot program is completely voluntary.
- During 2012-13, Office of Field Services **might** require its use for program elements that have "**required changes**."
- In the future, (depending on assessments of its usefulness) this structured, disciplined program evaluation process and tool **might** become required (for example) for:
  - o programs of a *certain size/funding amount*;
  - o those that have been in effect for a certain length of time while student achievement *remains static*, or
  - o those that *have not been evaluated* using other tools or methods.

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When to use the Program Evaluation Tool

- Questions from each of the first four sections of the Tool can be useful at multiple points over the life of a program:

  - o **Prior** to implementation - to identify and avoid gaps, pitfalls and potential barriers and to shape program planning

  - o **During** implementation - to make course-corrections as the need arises

  - o **Following** implementation - to learn why results turned out as they did

- Section 5 and the "Conclusions" section will be most useful to draw summative information together into evaluative decision-making.

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The Program Evaluation Tool has 5 Sections & a Set of Conclusions

1. What is the **READINESS** for implementing the strategy/initiative/program?

2. Do participants have the **KNOWLEDGE AND SKILLS** to implement the program?

3. Is there **OPPORTUNITY** for implementation?

4. Is the program **IMPLEMENTED AS INTENDED**?

5. What is the program's **IMPACT ON STUDENTS**?

Conclusions: **SHOULD THIS PROGRAM BE CONTINUED/ INSTITUTIONALIZED? SHOULD THIS PROGRAM BE ADJUSTED/DISCONTINUED?**

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Each section begins with a description of an ideal program:

1. What is the **READINESS** for implementing the strategy/initiative/program?

IN AN IDEAL PROGRAM, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

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Each section has 3-5 questions that ask for relevant evidence:

For instance:

1. What is the **READINESS** for implementing the strategy/initiative/program?

   a) What evidence do you have that stakeholders can articulate and believe the research behind the decision to implement the program?

   b) What evidence do you have that stakeholders are committed to the program with both hearts and minds?

   c) What evidence do you have that stakeholder (staff, parent, student) concerns about the program have been identified and addressed?

   d) What evidence do you have that staff are able to integrate this program with other existing initiatives?

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Each section suggests possible data sources

For instance:

1. What is the **READINESS** for implementing the strategy/initiative/ program?

   a) What evidence do you have that stakeholders can articulate and believe the research behind the decision to implement the program?

   b) What evidence do you have that stakeholders are really committed to the program with both hearts and minds?

   Possible Evidence:

   - data analysis work
   - meeting agendas/minutes
   - books/papers about the program
   - staff surveys
   - SI Plan elements
   - Prof Dev materials
   - Conference/workshop attendance

   - data collection plan
   - stakeholder survey results
   - suggestion box ideas collected
   - SI team agendas
   - Focus group interviews

After the user reflects on the evidence, the section asks for a self-assessment:

For instance:

1. What is the **READINESS** for implementing the strategy/initiative/program?

Interest and/or commitment are low so far	Some promising factors are mixed with major gaps in knowledge or confidence.	Support and commitment are generally high, but some concern or work remains.	Stakeholders are fully prepared

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Finally, the section asks what "action steps" the data suggest:

For instance:

1. What is the **READINESS** for implementing the strategy/initiative/ program?

Stakeholders are fully prepared.	Support and commitment are generally high, but some concern or work remains.	Some promising signs are mixed with major gaps in knowledge or confidence.	Interest and/or commitment are low so far.
What action steps are needed to increase readiness to undertake the program?			

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Michigan Continuous School Improvement
Plan, Monitor, and Evaluate
A Strategy/Initiative/Program

Evaluate
Question 5: What was the impact of the strategy/initiative/program on students?

If objectives were met:
Conclusion: Should the strategy/initiative/program be continued or institutionalized?

If objectives were not met:
Question 1: What was the readiness for implementing the strategy/initiative program?
Question 2: Did participants have the knowledge and skills to implement the plan?
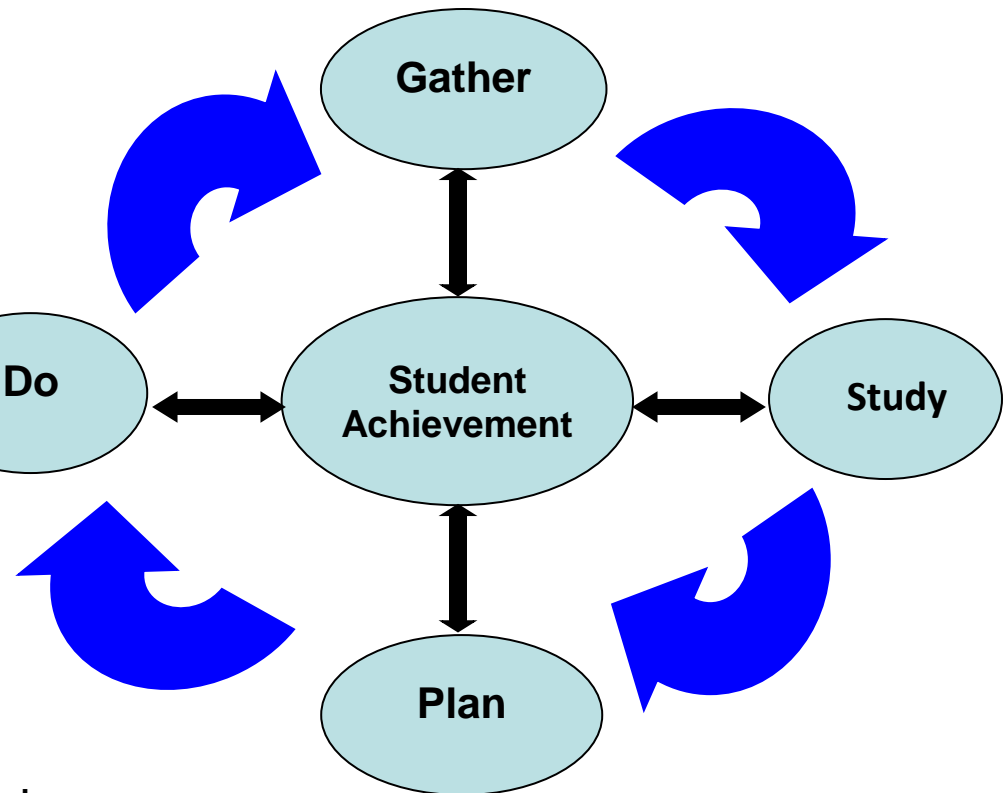**Question 3: Was there opportunity for high quality implementation?**
Question 4: Was the strategy/initiative/program implemented as intended?
**Conclusion: Should the strategy/initiative/program be adjusted or discontinued?**

Gather

Do

Student Achievement

Study

Plan

Monitor
Question 4: Is the program implemented as intended?
Question 5: What is the impact of strategy/initiative program on students?

Question 1: What is the readiness for implementing the strategy/initiative/program?
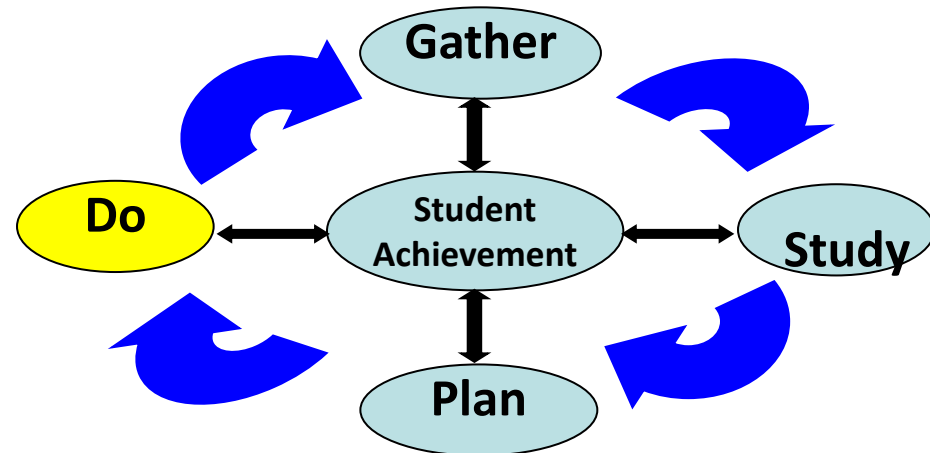**Question 2: Do participants have the knowledge and skills to implement the plan?**
Question 3: Is there opportunity for high quality implementation?

Michigan Continuous School Improvement
Plan, Monitor, and Evaluate
A Program/Initiative/Strategy
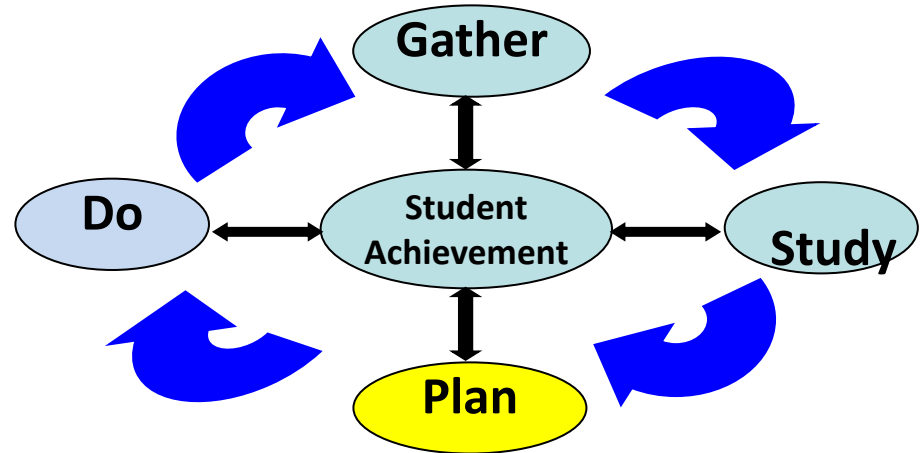
DEVELOP ACTION PLAN - to be done prior to implementation

Question 1: What is the readiness for implementing the program?
Question 2: Do participants have the knowledge and skills to implement the plan?
Question 3: Is there opportunity for high quality implementation?

Activities to Support Strategy Implementation

Connection to SPR 40/90, SA/ASSIST SA*	Getting Ready to Implement	Implement	Monitoring Fidelity of Implementation and Impact
How will you address the targeted areas in your Process Data (SPP)? What areas in your process data have been identified as challenge areas during your comprehensive needs assessment process?	**How will you ensure readiness for implementation?** **How will you ensure that participants have the knowledge and skills to implement?** POSSIBLE ACTIVITIES • **Professional development around strategy** • **Purchase materials** • **Planning for implementation – Identify schedule for strategy use, personnel, mechanism for monitoring, rollout, etc.** • **Communication vehicles**	**How will you ensure successful implementation for your selected activities?** POSSIBLE ACTIVITIES • **Communication – to whom? How?** • **Ongoing coaching?** • **Observations?** • **Instructional technology utilized? *** • **Activities to support at-risk students (For Title One students)*** • **Parent Involvement *** *Required Components	**How will you ensure the program/activity is implemented with fidelity?** **How will you monitor the programs impact on student achievement?** POSSIBLE ACTIVITIES • **Walkthroughs** • **PLC/CASL meetings** • **Documentation of effective implementation** • **Documentation of impact** • **Demonstration classrooms, videos, self assessments** • **Gathering achievement data**

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Michigan Continuous School Improvement
Plan, Monitor, and Evaluate
A Program/Initiative/Strategy

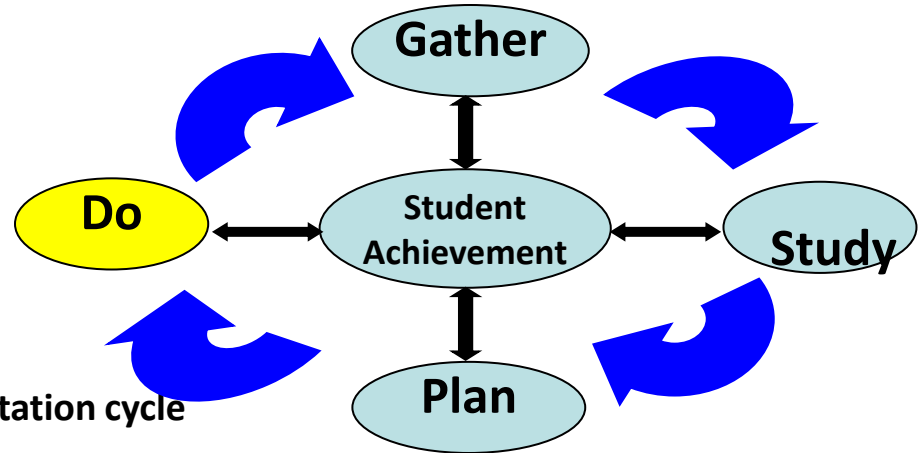**MONITOR** - to be used on an on-going basis during implementation

Question 4: Is the program implemented as intended?
Question 5: What is the program's impact on students?

Activities to Support Strategy Implementation

Connection to SPR 40/90, SA/ASSIST SA*	Getting Ready to Implement	Implement	Monitoring Fidelity of Implementation and Impact
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Michigan Continuous School Improvement
Plan, Monitor, and Evaluate
A Program/Initiative/Strategy

EVALUATE – **to be used at the end of an implementation cycle**

Question 5: What was the program's impact on students?
If objectives were met:
Conclusion: Should the program be continued or institutionalized?

If objectives were not met:
Question 1: What was the readiness for implementing the program?
Question 2: Did participants have the knowledge and skills to implement the plan?
Question 3: Was there opportunity for high quality implementation?
Question 4: Was the program implemented as intended?
Conclusion: Should the program be adjusted or discontinued?

Jigsaw Activity: Writing

At your table, count off members from 1-4…

Member # 1: "What are the key elements in the description of the ideal program? Across Q 1-5

Member # 2: What are the key pieces of evidence? Across Q 1-5

Member # 3: What other pieces of evidence might be used? Q 1-5

Member # 4: What questions/ thoughts/ suggestions for improvement do you have about the section? Q 1-5.

What Might This Look Like In Practice?
Sample Program Evaluations: Writing

- What are the key elements in the description of the ideal program?

- What are the key pieces of evidence?

- What other pieces of evidence might be used?

- What questions/thoughts/suggestions for improvement do you have about the section?

What Might This Look Like In Practice?
Sample Program Evaluations: Math

- What are the key elements in the description of the ideal program?

- What are the key pieces of evidence?

- What other pieces of evidence might be used?

- What questions/thoughts/suggestions for improvement do you have about the section?

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WHAT TO EVALUATE?

The committee believes that the Program Evaluation Tool will offer constructive learning about program implementation and impact for a **WIDE VARIETY OF PROGRAMS:**

- longstanding as well as relatively new programs
- district-wide as well as building-specific programs
- high-cost as well as informal programs

We encourage pilot users to try it broadly and let us know what you think.

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DON'T RUSH TO JUDGMENT

Please remember that research shows frequent evidence of an "**implementation dip**" when new initiatives are being introduced. Stay the course through initial adjustments before drawing conclusions, paying careful attention to fidelity of implementation.

Discussion
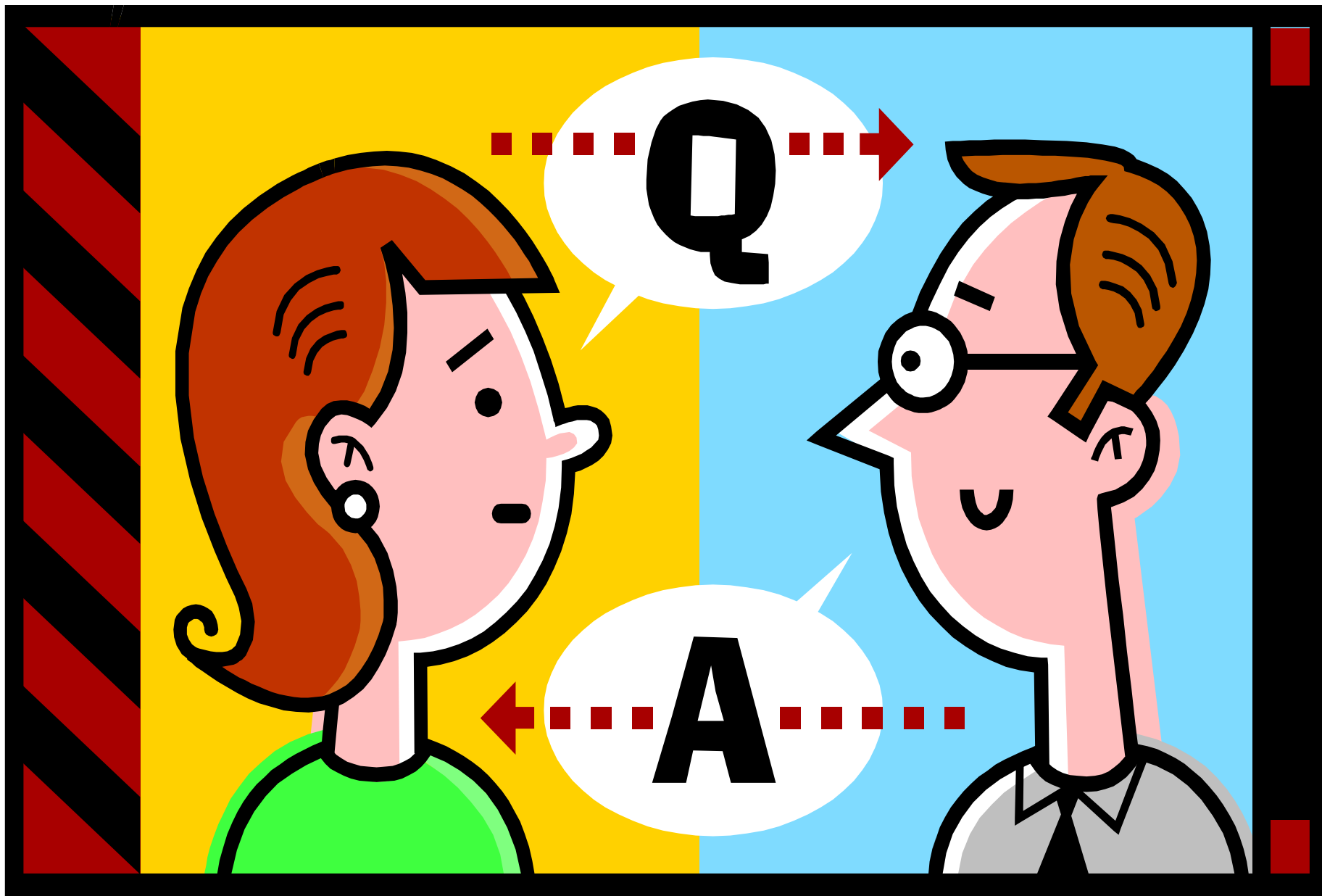
Perspectives on the Tool:
 Provides another option/approach to program evaluation;

Engages the school community in planning, implementing and evaluating a program/initiative/strategy;

Let's share:
Examples of programs/initiatives/strategies you're currently evaluating/considering for the use of the Tool.

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TIPS FOR SUCCESS:

HELP US GET IT RIGHT

This Program Evaluation Tool is a work in progress. We intend to improve it until we can maximize its usefulness to Michigan educators. Please address feedback and suggestions to MDE's Office of Field Services:

Shereen Tabrizi, Committee Chair

517/373-6066/2519

TabriziS@Michigan.gov

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